



# **Subject Curriculum Map and Rationale**

## **PHYSICAL EDUCATION**



# PE in the Early Years Foundation Stage

The foundations of our PE curriculum begin in EYFS where our children explore and learn through a balance of pupil initiated investigation and adult led learning. Our EYFS class focuses on high quality interactions and a language rich environment preparing every pupil for transition into Year 1 and the National Curriculum.

EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<b>Personal, Social and Emotional Development</b>	<p>Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</p> <p>Increasingly follow rules, understanding why they are important.</p> <p>Remember rules without needing an adult to remind them.</p>	<p>Manage their own needs. - personal hygiene</p> <p>Know and talk about the different factors that support overall health and wellbeing: - regular physical activity</p>	<p>Be confident to try new activities and show independence, resilience and perseverance in the face of a challenge.</p> <p>Explain the reasons for rules, know right from wrong and try to behave accordingly.</p> <p>Manage their own basic hygiene and personal needs, including dressing. Work and play cooperatively and take turns with others.</p>
<b>Physical Development</b>	<p>Continue to develop their movement, balancing, riding (scooters, trikes and bikes) and ball skills.</p> <p>Go up steps and stairs, or climb up apparatus, using alternate feet.</p> <p>Skip, hop, stand on one leg and hold a pose for a game like musical statues.</p> <p>Use large-muscle movements to wave flags and streamers, paint and make marks.</p> <p>Start taking part in some group activities which they make up for themselves, or in teams.</p> <p>Increasingly able to use and remember sequences and patterns of music that are related to music and rhythm.</p> <p>Match their developing physical skills to tasks and activities in the setting. For example, they decide whether to crawl, walk or run across a plank, depending on its length and width.</p> <p>Choose the right resources to carry out their own plan. For example, choosing a spade to enlarge a small hole they dug with a trowel.</p> <p>Collaborate with others to manage large items, such as moving a long plank safely, carrying large hollow blocks.</p> <p>Show a preference for a dominant hand.</p> <p>Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips</p>	<p>Revise and refine the fundamental movement skills they have already acquired: - rolling - running - crawling - hopping - walking - skipping - jumping - climbing</p> <p>Progress towards a more fluent style of moving, with developing control and grace. Develop overall body-strength, balance, coordination and agility needed to engage successfully with future physical education sessions and other physical disciplines, including dance, gymnastics, sport and swimming.</p> <p>Use their core muscle strength to achieve a good posture when sitting at a table or sitting on the floor.</p> <p>Combine different movements with ease and fluency.</p> <p>Confidently and safely use a range of large and small apparatus indoors and outdoors, alone and in a group.</p> <p>Develop overall body strength, balance, coordination and agility.</p>	<p>Negotiate space and obstacles safely, with consideration for themselves and others.</p> <p>Demonstrate strength, balance and coordination when playing.</p> <p>Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.</p>



# PE in the Early Years Foundation Stage

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EYFS	Development Matters 3&4 Years will learn to:	Development Matters Children in Reception will learn to:	Statutory Framework Early Learning Goals
<b>Expressive Arts and Design</b>	Respond to what they have heard, expressing their thoughts and feelings	Explore, use and refine a variety of artistic effects to express their ideas and feelings. Return to and build on their previous learning, refining ideas and developing their ability to represent them. Create collaboratively, sharing ideas, resources and skills. Listen attentively, move to and talk about music, expressing their feelings and responses. Watch and talk about dance and performance art, expressing their feelings and responses. Explore and engage in music making and dance, performing solo or in groups.	Perform songs, rhymes, poems and stories with others, and (when appropriate) try to move in time with music.

# PE Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	Class Teacher	Body Management	Manipulation & Coordination	Speed Agility Travel	Gymnastics	Dance	Cooperate & Solve Problems
Year 1	Class Teacher	Gymnastics	Gymnastics	Attack Defend Shoot	Attack Defend Shoot	Hit Catch Run	Hit Catch Run
	Coach	OAA	Dance	Send & Return	Send & Return	Run Jump Throw	Run Jump Throw
Year 2	Class Teacher	Gymnastics	Gymnastics	Attack Defend Shoot	Attack Defend Shoot	Hit Catch Run	Hit Catch Run
	Coach	OAA	Dance	Send & Return	Send & Return	Run Jump Throw	Run Jump Throw
Year 3	Class Teacher	Gymnastics	Netball	Swimming	Badminton	Rounders	Rounders
	Coach	OAA	Dance	Tennis	Cricket	Athletics	Athletics
Year 4	Class Teacher	Gymnastics	Gymnastics	Badminton	Swimming	Rounders	Volleyball
	Coach	OAA	Dance	Hockey	Cricket	Tennis	Athletics
Year 5	Class Teacher	Gymnastics	Gymnastics	Badminton	Handball	Swimming	Swimming
	Coach	OAA	TAG Rugby	Tennis	Cricket	Dance	Athletics
Year 6	Class Teacher	Swimming	Swimming	Gymnastics	Netball	Rounders	Badminton
	Coach	OAA	TAG Rugby	Dance	Cricket	Tennis	Athletics



# **PE Rationale - Linked to PE HUB**

**St Wilfrid's have designed our curriculum using PE Hub as a supporting document for progression and planning. The PE Hub scheme of work gives children a broad menu of activities to build and enrich our curriculum.**

**The PE Hub provides coverage of the National Curriculum by dividing it up into three main areas;**

- 1. Physically competent, physically active.**
- 2. Tactics & strategies, decision maker, creative and competitive.**
- 3. I can, I want to, I will.**

**We use complimentary PE Hub units for each of the three areas; there is a great deal of overlap of units for each, which is intended to demonstrate how we meets the requirements of the National Curriculum.**

**Swimming is its own category with children having to receive swimming instruction during their primary years, leaving year 6 being able to swim 25m and perform a safe self-rescue..**





# Physically competent, physically active

NC purpose of study and aims	
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport....Develop competence to excel in a broad range of physical activities. Pupils are physically active for sustained periods of time.	
KS1	KS2
National Curriculum - What children should achieve	
Access a broad range of opportunities to extend their agility, balance and coordination, individually and with others.	Pupils should continue to apply and develop a broader range of skills
Develop fundamental movement skills and become increasingly confident and competent.	Learn how to use skills in different ways and link them to make actions and sequences of movements
National Curriculum - What children should be taught	
Develop balance, agility and coordination and begin to apply in a range of activities.	Develop technique, control and balance.
Master basic movements, including running, jumping, throwing and catching.	Use running, jumping, throwing and catching in isolation and in combination. Develop flexibility and strength.
Complimentary PE Hub Units	
<ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• Run Jump Throw, Hit Catch Run, Send and Return, Attack defend shoot</li> <li>• Foundations</li> <li>• Fitness</li> <li>• Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• Athletics</li> <li>• All game units</li> <li>• Golf</li> <li>• Foundations</li> <li>• Fitness</li> <li>• Wellbeing</li> </ul>



# Tactics & strategies, decision maker, creative and competitive.

NC purpose of study and aims	
A high-quality physical education curriculum inspires all pupils to succeed and excel in competitive sport....Develop competence to excel in a broad range of physical activities. Pupils are physically active for sustained periods of time.	
KS1	KS2
National Curriculum - What children should achieve	
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# I can, I want to, I will

NC purpose of study and aims	
<p>Opportunities to compete in sport and other activities build character and help to embed values such as fairness and respect</p> <p>Lead healthy, active lives.</p>	
KS1	KS2
National Curriculum - What children should achieve	
Engage in cooperative physical activities, in a range of increasingly challenging situations	Enjoy communicating, collaborating and competing with each other.
National Curriculum - What children should be taught	
<p>Participate in team games.</p> <p><i>Develop cooperative and collaborative skills through a broad range of activities.</i></p>	<p>Play competitive games.</p> <p>Compare their performances with previous ones and demonstrate improvement to achieve their personal best.</p> <p>Take part in OAA challenges both individually and within a team.</p>
Complimentary PE Hub Units	
<ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• Run Jump Throw, Hit Catch Run, Send and Return, Attack defend shoot</li> <li>• OAA</li> <li>• Wellbeing</li> </ul>	<ul style="list-style-type: none"> <li>• Dance</li> <li>• Gymnastics</li> <li>• All games units</li> <li>• Golf</li> <li>• Fitness</li> <li>• OAA</li> <li>• Wellbeing</li> </ul>



# Swimming

## Swimming

### National Curriculum - What children should achieve

All children must receive swimming instruction either in key stage 1 or key stage 2.

### National Curriculum - What children should be taught

- Swim competently, confidently and proficiently over a distance of at least 25 metres
- Use a range of strokes effectively [for example, front crawl, backstroke and breaststroke]
- Perform safe self-rescue in different water-based situations

### Complimentary PE Hub Units

- Swimming – Beginners, Intermediate, Advanced



<b>EYFS</b>	<b>Manipulation &amp; coordination</b>  Send and receive a variety of objects with different body parts. Work with others to control objects in space. Coordinate body parts in a variety of activities and in different ways.	<b>Manipulation &amp; coordination</b>  Coordinate similar objects in a variety of ways. Differentiate ways to manoeuvre objects. Skip in isolation and with rope.	<b>Gymnastics</b>  Develop confidence in fundamental movements. Experience jumping, sliding, rolling, moving over and under apparatus. Develop coordination and gross motor skills.	<b>Dance</b>  Recognised actions can be performed to music. Copy, repeat and perform some basic actions to music.	<b>Speed and agility</b>  Change direction at speed through both choice and instructions. Perform actions demonstrating changes in speed. Stop, start, pause, prepare.	<b>Body management</b>  Explore balance and managing own body. Be able to stretch, reach, extend in a variety of ways and positions. Be able to control body and perform specific movements on command.	<b>Cooperate &amp; Solve problems</b>  Organise and match items, images, colours and symbols. Work with a partner to listen, share ideas & question. Collect, distinguish and differentiate colours and create a shape as a team.
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<b>Year 1</b>	<b>Attack, defend and shoot</b>  Practice basic movements including running, jumping etc. and begin to engage in competitive activities. Experience opportunities to improve ABC's  To recognise rules and apply them. Use and apply simple strategies for invasion games. Preparing for and explaining the reasons why we enjoy exercise.	<b>Gymnastics</b>  Use simple gymnastics actions and shapes. Apply basic strength to gymnastic actions. Begin to carry basic apparatus. Recognise like action and link them.  Perform a variety of basic gymnastics actions showing control. Introduce turn, twist, spin, rock and roll and link these. Perform longer movement phrases and link with confidence.	<b>Dance</b>  Respond to a range of stimuli. Explore space, direction, levels and speeds and performing with different body parts.  Be able to build simple movement patterns from given actions. Compose and link actions to make simple movement phrases.	<b>Outdoor and adventurous activities</b>  Use thinking skills to follow multi step instructions. Solve more challenging problems as an individual. Comprehend that one thing can represent another. Take part in activities with increasing challenge to build confidence.	<b>Run, jump and throw</b>  Begin to link running and jumping. Learn and refine a range of running. Develop throwing techniques to throw over longer distances.  Increase stamina and core strength. Work collaboratively on more complex tasks. Work to improve strength, Balance. Agility and coordination.	<b>Hit, catch and run</b>  To be able to hit objects with hand or bat. Track and retrieve a rolling ball. Throw and catch a variety of balls and objects.  Develop sending and receiving skills to benefit fielding as a team. Distinguish between the roles of batters and fielders. Introduce the concept of simple tactics.	<b>Send and return</b>  To be able to send an object with increased confidence using hand or bat. Move towards a moving ball to return. Sending and returning a variety of balls.  Develop sending skills with a variety of balls. Track, intercept and stop a variety of objects, select and apply skills to beat the opposition.
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Year 2	<b>Attack, defend and shoot</b>  Send a ball using feet and can receive a ball using feet. Refine ways to control bodies and a range of equipment. Recall and link combinations of skills, e.g. dribbling and passing.  Select and apply a small range of simple tactics. Recognise good quality in self and others. Work with others to build basic attacking play.	<b>Gymnastics</b>  Describe and explain how performers can transition and link elements. Perform with control and consistency basic actions. Create and perform a simple sequence.  Develop body management through a range of floor exercises. Use core strength to link recognised gymnastics elements. Attempt to use rhythm while performing a sequence.	<b>Dance</b>  Describe and explain how performers can transition from shapes and balances. Challenge themselves to move imaginatively responding to music. Work as part of a group to create and perform.  Perform using more sophisticated formations as well as an individual. Use the stimuli to copy, repeat and create dance actions and motifs.	<b>Outdoor and adventurous activities</b>  Use searching skills to find given things from clues and pictures. As a pair navigate space. Use and explore unusual equipment to develop motor skills, coordination and problem solving	<b>Run, jump and throw</b>  Throw and handle a variety of object. Develop power, agility, coordination and balance. Negotiate obstacles showing increased control.  Improve running and jump movement over sustained periods. Reflect on activities and makes connections to healthy active lifestyles. Jump for distance and height.	<b>Hit, catch and run</b>  To develop hitting skills with a variety of bats. Practice feeding/bowling skills. Hit and run to score points in games.  Work a variety of ways to score runs in the different hit, catch, run games. Work in teams to field. Begin to play the role of wicketkeeper or backstop.	<b>Send and return</b>  Be able to track the path of a ball over a net and move towards it. Begin to hit and return a ball with some consistency. Play modified net/wall games throwing, catching and sending over a net.  Be able to make it difficult for their opponent to score a point. Begin to choose specific tactics. Transfer net/wall skills. Improve agility and coordination and use in a game.
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Year 3	<b>Gymnastics</b> Modify actions independently using different pathways, directions and shapes. Consolidate and improve movements and gymnastics actions, relate strength and flexibility to actions. To use basic compositional ideas. Develop body management over a range of floor exercises. Attempt to bring explosive moves into floor work. Show increasing flexibility in shapes and balances.	<b>OAA</b> Work with others to solve problems. Describe their work and use different strategies to solve problems. Lead others and be led. Differentiate between when a task is competitive and when it is collaborative.	<b>Invasion Netball</b> To perform some basic invasion games skills, throwing, catching, kicking and dribbling. To include chest, shoulder & bounce passes.  Know basic rules and positions in the game	<b>Dance</b> Practise different sections of a dance aiming to put together a performance. Perform using facial expressions. Perform with a prop. Building improvisation skills to build a narrative around a theme. Building basic creative choreography skills in travelling, dynamics and partner work through the ocean theme. Delve deeper into opposing dynamics.	<b>Swimming</b> Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.	<b>Net &amp; Wall Tennis &amp; Badminton</b> Identify and describe some rules of net/wall games. Serve to begin a game. Explore forehand hitting. Play with some understanding of modified court boundaries	<b>Striking &amp; Fielding Cricket &amp; Rounders</b> To be able to adhere to some of the basic rules of cricket of striking and fielding games. To develop a range of skills to use in isolation and a competitive context. To use basic skills with more consistency including striking a bowled ball. Work cooperatively with others to complete fielding tasks.	<b>Athletics</b> Control movements and body actions in response to specific instructions. Demonstrate agility and speed. Jump for height and distance with control and balance. Throw with speed and power and apply appropriate force.
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<b>Year 4</b>	<b>Gymnastics</b> To become increasingly competent and confident to perform skills more consistently. Able to perform in time with a partner and group. Independently use compositional ideas in sequences such as changes in height, speed and direction. Develop an increased range of body actions and shapes to include in a sequence	<b>OAA</b> Work well in a team or group within defined and understood roles. Plan and refine strategies to solve problems. Identify the relevance of and use maps, compass and symbols. Identify what they do well and suggest what they could do to improve.	<b>Invasion Hockey</b> Show increases confidence and perform with more consistency a selection of basic skills such as dribbling, throwing and shooting. Develop a wider range of ball handling skills. Use footwork rules in a game situation and explore basic marking.	<b>Dance</b> Work to include freeze frames in routines. Practise and perform a variety of different formations in dance. Develop a dance to perform as a group with a set starting position. Developing choreography and devising skills in relation to a theme.	<b>Swimming</b> Swim short distances unaided between 5 & 20 metres using one consistent stroke. Propel themselves over longer distances with the assistance of swimming aids. Move with more confidence in the water including submerging themselves fully. Enter and exit the water independently.	<b>Net &amp; Wall Tennis, Volleyball &amp; Badminton</b> Explore and use different shots with both the forehand and backhand. Demonstrate different net/wall skills. Practise some trick shots in isolation. Work to return the serve. Demonstrate different court positions in gameplay. Start to implement basic volley2s rules	<b>Striking &amp; Fielding Cricket &amp; Rounders</b> To develop the range of striking and fielding skills they can apply in a competitive context. Choose and use a range of simple tactics in isolation and in a game context. Consolidate existing skills and apply with consistency. Strike to ball with intent, use decision making attempt direction	<b>Athletics</b> Using running, jumping and throwing stations, children investigate in small groups different ways of performing these activities. Using a variety of equipment, ways of measuring and timing, comparing the effectiveness of different styles of runs, jumps and throws.
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<b>Year 5</b>	<b>Gymnastics</b> Create longer and more complex sequences and adapt performances. Take the lead in a group when preparing a sequence. Develop symmetry individually, as a pair and in a small group. Compare performances and judge strengths and areas for improvement.	<b>OAA</b> Explore ways of communicating in a range of challenging activities. Navigate and solve problems from memory. Develop and use trust to complete the task and perform under pressure.	<b>Invasion TAG Rugby &amp; Handball</b> Use strength, agility and coordination when defending. Increase power and strength of passes, moving the ball accurately in a variety of situations. Select and apply a range of tactics and techniques and play with consistency. To play effectively in a variety of positions and formations on the pitch.	<b>Dance</b> Perform different styles of dance fluently and clearly. Refine & improve dances adapting them to include the use of space rhythm & expression. Worked collaboratively in groups to compose simple dances. Recognise and comment on dances suggesting ideas for improvement.	<b>Swimming</b> Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways.	<b>Net &amp; Wall Tennis &amp; Badminton</b> Use different types of serves in-game and new shots learnt in games. Play with others to score and defend points in competitive games. Move confidently around the playing area using footwork techniques. Introduce Volley shots and Overhead shots. Further, explore Tennis service rules.	<b>Striking &amp; Fielding Cricket</b> Link together a range of skills and use in combination. Collaborate with a team to choose, use and adapt rules in games. Recognise how some aspects of fitness apply to striking and fielding e.g., power, flexibility, and cardiovascular endurance. Develop retrieving and returning the ball.	<b>Athletics</b> Sustain pace over short and longer distances such as running 100m and running for 2 minutes. Able to run as part of a relay team working at their maximum speed. Perform a range of jumps and throws demonstrating increasing power and accuracy
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Year 6	<b>Gymnastics</b> Demonstrate accuracy, consistency, and clarity of movement. Work independently and in small groups to make up own sequences. Arrange own apparatus to enhance work and vary compositional ideas. Experience flight on and off of high apparatus. Perform increasingly complex sequences.	<b>OAA</b> Use information given by others to complete tasks and work collaboratively. Undertake more complex tasks. Take responsibility for a role in a task	<b>Invasion TAG Rugby &amp; Netball</b> Choose and implement a wider range of strategies to play defensively and offensively. Grasp more technical aspects of the game. Observe, recognise and analyse good individual and team performances. Combine and perform more complex skills at speed in games.	<b>Dance</b> Identify appropriate dynamics and group formations for the Hakka. Perform some basic street dance skills. Compose a street dance performance. Create a phrase of gestures that communicate a theme	<b>Swimming</b> Swim over greater distances, between 10 & 20 meters with confidence in shallow water. Begin to use basic swimming techniques including correct arm and leg action. Explore and use basic breathing patterns. Enter and exit the water in a variety of ways.	<b>Net &amp; Wall Tennis &amp; Badminton</b> Develop a wider range of shots. Begin to select and apply more sophisticated tactics such as net play, and offensive and defensive positioning. Play with fluency with a partner in doubles/partner scenarios. Develop backhand shots	<b>Striking &amp; Fielding Cricket &amp; Rounders</b> Apply with consistency standard rules in a variety of different styles of games. Attempt a small range of shots in isolation and in competitive scenarios. Use a range of tactics for attacking and defending in the role of bowler, batter and fielder.	<b>Athletics</b> Become confident and expert in a range of techniques and recognise their success. Apply strength and flexibility to a broad range of throwing, running and jumping activities.
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